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ABSTRACT

This annual report on the Los Angeles Community College District (LACCD) contains demographic and enrollment profiles of the nine colleges that compose the LACCD as well as a systemwide budget, and districtwide student characteristics. Following messages from the LACCD president and chancellor, the report contains profiles of the following district colleges: East Los Angeles College; Los Angeles City College; Los Angeles Harbor College; Los Angeles Mission College; Los Angeles Pierce College; Los Angeles Southwest College; Los Angeles Trade-Technical College; Los Angeles Valley College; and West Los Angeles College. Each school profile contains enrollment statistics, and reviews highlights such as new facilities, grants received, and special programs initiated. Following the school profiles, brief descriptions are provided of special program at each of the colleges. Districtwide statistics are presented next, indicating that: (1) enrollment increased from 104,817 in spring 1990 to 111,485 in fall 1990; (2) 48% of the students were under 25 years of age; (3) 37% were White, 27% were Hispanic, 17% were Black, and 15% were Asian; (4) 56% were female; (5) 34% were full-time, and 32% were carrying fewer than six units; (6) 43% attended during the day; and (7) 55% were transfer oriented. The LACCD's 1990-91 budget, presenting sources of revenue and the distribution of funding appropriations, and a list of presidents from each of the nine colleges, are included. (JMC)

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Los Angeles Community College District

Annual Report

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1990

Los Angeles Community College District

Annual Report

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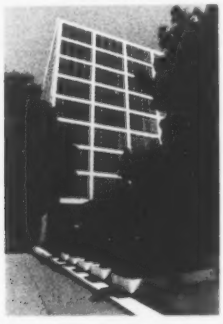


Shown above and on the cover
is the newly purchased Educational Services Center building
which will house the Los Angeles Community Colleges district offices,
located at 4050 Wilshire Boulevard in Los Angeles.

The District expects to occupy its new quarters
in winter of 1992.

Message from the President of the Board

Dr. David Lopez-Lee

For as long as I can remember, California's community college system offered the promise that it would provide a college education to anyone who wanted it. This "open-door" policy has not been in effect for a number of years now, due largely to a lack of leadership in Sacramento.

And, although the Los Angeles Community College District will enroll about as many students this year as it did last year, it has thus far had to turn away about 30,000 students this year.

Very simply, Sacramento continues to ignore the unique circumstances surrounding urban community colleges such as our own. The state, for example, employs a "growth cap" funding mechanism which ignores the tremendous growth in the number of students wanting to attend urban colleges. These same students are among the poorest and most disenfranchised among our population. The state also employs an "equalization" policy which ignores the accumulative devastation caused by such a policy.

■ ■ ■

In spite of our budgetary constraints, we have, nonetheless, been upbeat and have taken a number of positive steps to invigorate our educational enterprise.

In December of 1990, the trustees voted to place a $200 million capital construction bond initiative on the April 1991 ballot. The revenue raised from these bonds will go a long way toward completing our nine campuses, enhancing the quality of education for all the students attending our colleges. (Regardless of the outcome of the bond initiative, the trustees have made a commitment to expand the size of Mission College.)

We are continuing to reduce the size of our central administration, and we have successfully purchased a building for our district headquarters. Not only will the monthly costs for this building be less than that of our present lease, but we will eventually own the building. Moreover, about ten percent of the building's space will be rented to generate monies for campus use.

As we continue to implement our system-wide Planning and Budget Advisory Committee, we—the faculty, staff, students, administrators, and trustees—are learning to work together as we face the challenges confronting the District. We often disagree and have heated debates with one another, but we are learning to accept such disagreements in much the same sense that a family would. Moreover, our District can be proud of the fact that we implemented shared governance requirements well in advance of Assembly Bill 1725 mandates. And unlike AB 1725's requirements, we have come to realize that collegiality cannot be directed.

After 12 years of service "from the heart," board member Hal Garvin has declared his retirement. We can only hope that the person who replaces Hal will share his dedication to public service. Indeed, I hope that my presidency of the board will match that of Hal Garvin's (1987-1989) and Lindsay Conner's (1989-1990) terms.

■ ■ ■

In closing, I would like to say that I am proud our Board of Trustees has taken the lead in this state in the fight to keep alive the California community college promise—a promise to provide quality education to anyone motivated enough to want a college education.

Dr. David Lopez-Lee
President, Los Angeles Community College District Board of Trustees

Message from the Chancellor

We are in the last decade of this century. It is a decade of opportunity. Because we have kept our eyes on the future, the Los Angeles Community College District is prepared to take advantage of many new and exciting opportunities for our students, faculty and staff. We have set a determined course of planned growth and educational enhancement that will guide us toward the year 2000 with academic quality of life as our paramount goal.

Over the past three years we have faced serious fiscal and budgetary challenges that might have hobbled lesser institutions and ground their pursuit of excellence to a crawl. We still do not have all of the dollars and cents to accomplish everything we would like to achieve at the present time, but I am proud to say the District continues to be one of the most vibrant forces on the educational scene in Southern California, the state and across the country.

■ ■ ■

Our accomplishments this year will serve as a model for other schools of higher learning. In the coming months, we will be the focus of attention. We will be watched by education advocates throughout the nation and college districts throughout the state. All those who cherish learning and educational excellence will be in our corner as we seek the support of voters district-wide for a $200 million capital improvement bond measure in April 1991.

If approved, the funds from these general obligation bonds will provide the foundation for the construction, improvement or renovation of campus structures and other real property at every college we serve. Child Development Centers, Fine Arts Buildings, Science Buildings, Campus Centers, Libraries, Vocational Buildings, Outdoor Athletic Facilities and Instructional Centers are all on the master plan for the District's 21st Century Education Improvement Program. No matter where they are in our system: every student, teacher, staff member and administrator will benefit by the passage of this bond measure. The ground has been set. We are preparing today to continue our role as leaders tomorrow.

■ ■ ■

That's a look ahead. Let's gaze back on the year just completed. Without wavering from our commitment to be aggressive but frugal, we have purchased a building to house our new District headquarters. When our current lease expires in mid-1991, we will head to new quarters in the Mid-Wilshire Area of Los Angeles. We looked at the bottom line and decided it was better to "buy than build" and more fiscally sensible to "own than rent." Over the long term, our new headquarters will save our District money we will be able to apply to emerging educational pursuits.

Our quest to save funds didn't end at the District Office front door. We saw an opportunity to lower our costs and upgrade our information system for District-wide functions. So, we didn't waste time or money getting the best deal we could for our new computer hardware and the software to make it work to expand the District's productivity.

Of course, we are not just a college district of "bean-counters." We have always had a strong educational mission of excellence and service. That is why Mission College, in particular, is a highlight of our past year. As the new buildings rise on our newest campus,

we can look with pride to the accomplishments on behalf of our students attending Mission College and the learning opportunities which will be created for our growing District-wide student population.

We have sought the support of a wider family of friends throughout Southern California with the creation of the L. A. Community College District Foundation. This year we initiated a series of activities to help our Foundation grow and prosper by appointing its inaugural board of directors. We have assembled a team of committed community representatives who share our goals to establish within the District the best programs for students preparing to meet the needs of a 21st century California. Our District Foundation board of directors will carry forward the ethic that: "A failure to prepare is a preparation for failure."

■ ■ ■

The District has expanded its commitment to serving the diversity of our student population: a diversity of cultural and ethnic backgrounds which makes our institution an international learning center like few others around the globe. In the past year, we have focussed new attention on the educational "cutting edge" for our students.

We have expanded the East Los Angeles College / Garfield High School partnership program for educational achievement in advanced mathematics.

Under the guidance of celebrated Garfield High math teacher Jaime Escalante, an estimated 400 Garfield students are now involved in the program. They have also been joined by 50 students from Roosevelt High School and 400 additional junior high school students who study at the East L. A. College's campus each weekend and combine after-school work with an intensive 9-week summer program to prepare for the rigors of college-level math. It's a program of the future that will guide these students toward the demanding careers in math and science in the years ahead.

Dr. Donald G. Phelps

But not all of our students desire to work with numbers and advanced calculations. Los Angeles, after all, is the undisputed entertainment capital of the world. We believe we have the resources to help students acquire the talents and skills sought by the entertainment industry. We also believe that we can help point the way for greater levels of diversity within the entertainment industry by helping expand the pool of talent needed in front of the footlights as well as behind the scenes. That is why we have taken the bold and forward-looking step of considering the creation of a major performing arts center to be located at Southwest College. The concept is still in its formative stages, but we are confident—that with the proper support—LACCD will become a trend-setter in the communications and entertainment arenas of Southern California.

■ ■ ■

It has been quite a year. But if anyone thinks this is all we can do, then I have only one thing to say to them, "You haven't seen anything yet!"

Dr. Donald G. Phelps, Chancellor
The Los Angeles Community College District

In recognition of its 45 years of service to the community, East Los Angeles College chose "A Partnership for Educational Excellence" as its theme for the year. The college worked hard to renew existing relationships and build new ones with neighboring school districts, local businesses, surrounding municipalities and its supportive community.

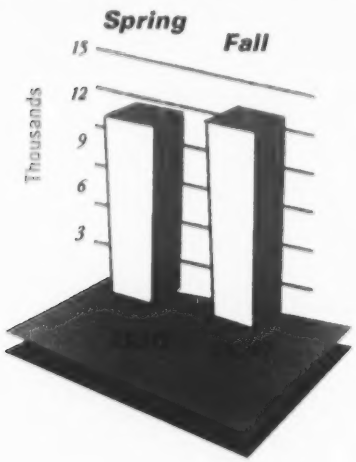
■ ■ ■

Student enrollment at East increased by almost nine percent in 1990. The International Student Program, the second largest in the district, served 660 students.

The Jaime Escalante Math and Science program, a partnership between the college and Garfield High School, completed its ninth successful summer. The program prepares undereducated inner-city youth to take the nationally recognized advanced placement test in calculus. The college foundation, continuing its support of the Jaime Escalante program, was awarded a $50,000 Coca Cola Corporation grant to see whether it could raise funds to establish a Math and Science Institute.

■ ■ ■

1990 Student Enrollment



East's Minority Biomedical Research Support Program completed its tenth year of operation. Funded by the National Institute of Health, this undergraduate research program is the only one of its kind in California and only one of three such programs in the nation.

A new dean of students and assistant dean joined the Office of Student Activities. Under its new leadership, the Student Services Division initiated a Student Welcome Center that provided college information, answered student inquiries and provided referrals to appropriate programs and services.

The Office of School and Community Relations was established to increase student enrollment and retention. The office planned a successful high school recruitment effort which included a campus visit by 400 high school students from the Montebello School District.

The Office Administration Department completed its new Computer Lecture Lab Room with the installation of 32 IBM computers.

■ ■ ■

The Project for Adult College Education (PACE) enrolled more than 400 students, 20 percent of whom made the Dean's Honor List. The Learning Assistance Center was one of fifteen in the state funded by the State Chancellor's Office to conduct a research study on the effectiveness of peer tutoring.

The College Transfer Center initiated a college fair program for evening students and provided 450 transfer students with tours to the UC schools at Los Angeles, Davis, Riverside, Santa Barbara and Berkeley. The UC

system ranked East Los Angeles College number one among community colleges for transfering the highest number of Hispanic students to its universities.

The college's academic transfer programs received a $50,000 grant to develop a model Transfer Opportunities Program. The program, which will integrate matriculation and Transfer Center activities to form individual student education plans, was funded by the Chancellor's Office of the California Community Colleges.

■ ■ ■

The Disabled Students Program and the Advancement Studies Institute received a three-year, $260,000 grant from the U.S. Department of Education. The funds will be used to provide physically and learning disabled students with learning skills instruction, counseling, tutoring, and computer assisted instruction in East's High Tech Center.

Last year marked the fifth year the college participated in the statewide Puente Project, which provides intensive counseling, mentoring and writing classes for Mexican-American community college students.

The college's Upward Bound Program was selected as one of the ten best "National Exemplary Educational Opportunities Programs" by the U.S. Department of Education. During the past 12 years, 98 percent of the high school graduates served by the program went on to college. Seventy-five percent of these students enrolled in four-year institutions and 25 percent entered community college transfer programs.

East's Men's and Women's Athletics again sponsored competitive teams. The Soccer team won the Southern California Conference title for the third year in a row. The Men's and Women's Cross Country team was conference champion for the tenth year. The Baseball team placed second in conference competition and pitcher Rafael Gutierrez was signed to the Kansas City Royals. Men's Wrestling was also reinstated.

The Alumni Program held a highly successful alumni reception at East's Homecoming football game.

The Staff Development Committee sponsored workshops covering computer literacy, instructional skills,"Great Teachers" concepts, cultural diversity, affirmative action and gender equity. Also sponsored were a planning retreat for 80 certificated and classified staff, a two-day administrator's retreat on team-building and communication, and one-day retreats for the Academic Senate and department chairpersons.

The College Community Advisory Board grew to 20 active members. Its ranks include local government officials, educators, and civic leaders.

The Vincent Price Art Gallery continued to serve as a strong cultural center for the community. During the past year it formed its own foundation and presented a series of alumni art shows including "George Yepes and Gronk" and "Coming Home Again."

■ ■ ■

In reviewing the events of the past year, East can truly be proud of the accomplishments of its campus community, and the college looks forward to meeting the challenges of future generations of students.

As Los Angeles City College enters its seventh decade of service to the community, it can be proud of the accomplishments of its faculty, staff and students.

The college continues to provide excellent career training and transfer programs, combining a traditional approach to community college education with innovative curricula as it responds to the emerging needs of the community.

■ ■ ■

The past year was not without its challenges. Changes in the college administration, an emphasis on shared governance, demographic changes in the community and reductions in funding have required the college to review its mission, programs and operations.

This year's highlights have included a Readathon with an international roster of speakers, completion of a curriculum review with commendations from the State Chancellor's Office, a host of cultural events, staff development activities and a winning Basketball team.

The English Department's three-day, 72-hour Readathon featured readings by dozens of authors including Malcolm Boyd, Carolyn See, Aram Saroyan, Charles Champlin and Abenia Busia. The department also hosted an ongoing poetry reading series featuring writers Kimiko Hahn, Buchi Emechata, and Gwendolyn Brooks, which was attended by hundreds of students, faculty, staff and members of the community.

■ ■ ■

After an eight-year absence, the Music Department reestablished the Community Orchestra. The twice-weekly Campus Concert Series was opened to local elementary school students, many of whom had never seen musicians in live concert before.

■ ■ ■

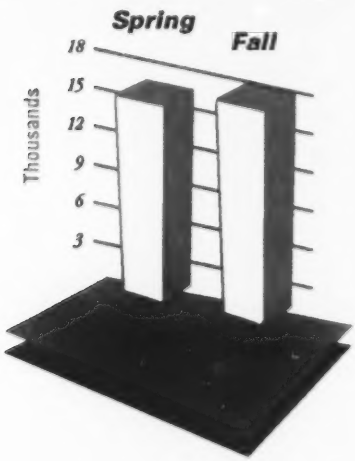
One of the year's highlights was the Disabled Student Program art exhibit which featured the work of students with learning disabilities. The Disabled Student Program also served 125 visually impaired students in one of the largest such college programs in the United States.

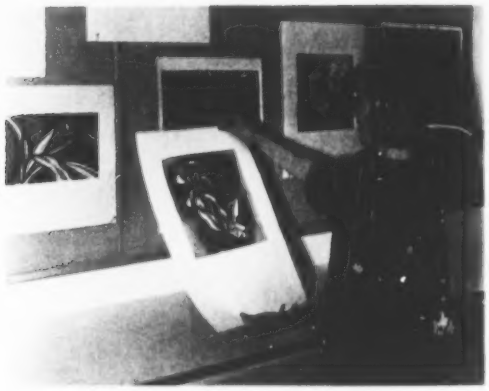
Assuring the relevance of curriculum was a continued goal of the college. The Radio-TV-Film Department, for example, placed student interns at a number of local radio stations. The Cinema Division hosted screenings of "The Stuntman" and "Hard to Kill" with talks by the films' directors.

The Academic Computing program installed a campus-wide computer network which provided students with 71 work stations in the All-College Computer Laboratory and departmental labs. The Radiologic Technology program scheduled new evening classes.

The Office Administration Department held a successful "Job Fair" at its annual awards program at which graduating students were given job information by prospective employers. The Dietetic Technician program introduced a new course in food service management.

1990 Student Enrollment





The Women's Physical Education program added a new Step-in-Time fitness evaluation machine, which gives heart beat rates during exercise.

The Men's Basketball team, ranked eighth in the state, took first place in its conference, with a 12-0 record. The Men's and Women's Track team finished third in conference competition.

■ ■ ■

Administrative changes included the selection of the president in April. Also, Ned Doffoney became vice-president of academic affairs.

LACC's students and faculty garnered many honors during the year. All members of the June 1990 Radiologic Technology graduating class passed the state certification exam in the upper tenth percentile. A total of 259 students served by the Extended Opportunity Program and Services Office transferred to UC, CSU, and private schools.

Thirty-six high school students competed for more than $1,400 worth of prizes in LACC's annual mathematics competition. A number of chemistry students were accepted into Cal State LA's undergraduate research scholarship program in chemistry. Five administration of justice students serving as campus police cadet interns received state certification by completing minimum training for police officers.

Mathematics professor Carol Johnson was honored as City's Teacher-of-the-Year by the Associated Student Organization.

Staff Development activities included workshops covering computer literacy, cultural diversity, and team building. The Child Development Center also presented a series of workshops for students and their parents covering earthquake preparedness, children's videos, nutrition and summer activities.

The College's Foundation embarked on an effort to increase fundraising for the college's programs. The foundation also provided support for the Readathon, Art Gallery, and Developmental Communication programs, provided scholarships for students, and published "Visions and Revisions: Los Angeles City College at 60."

Supporting the college's art program, many local artists donated their work for an auction fund raiser which benefitted the art gallery.

LACC's Special Programs had a budget of over $3.3 million during 1989-90. Included among these programs were contract education classes for employees of Pacific Bell, the Federal Reserve and the Department of Justice. Also offered was Amnesty education for 2,800 participants, as well as the district's largest GAIN program.

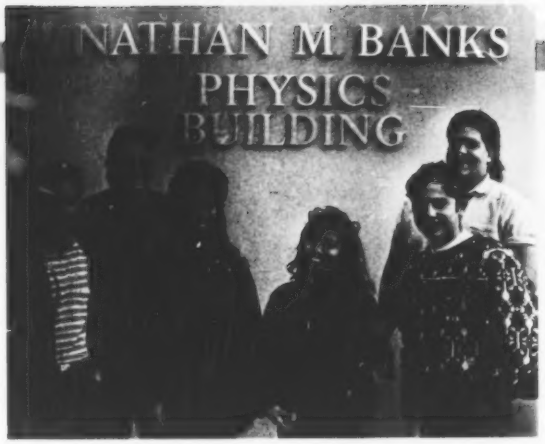
The Chemistry Department refurbished two laboratories used for general chemistry and organic biochemistry lab classes. The college also added some exterior lighting and emergency boxes to improve the campus environment.

A high school-community college advisory committee was initiated to coordinate student recruitment, curriculum articulation, and faculty relations between City and its feeder schools.

The Counseling Center moved toward full implementation of the matriculation process for new and re-entering students. A total of 5,399 students were assessed and received group counseling services in the fall.

■ ■ ■

In review, the college in 1990 continued to build on its traditions of teaching, learning, and service as it addressed contemporary and future needs of its community.



During the past year Los Angeles Harbor College saw growth in many areas. New programs were introduced, existing programs expanded their service, and the college continued to make a positive impact on the local community by entering into a number of innovative partnerships.

■ ■ ■

The college maintained its prior year's enrollment gains as the number of full-time students increased. Despite the need to restrict expenditures as a result of reduced funding, the college accomplished its goals for the year.

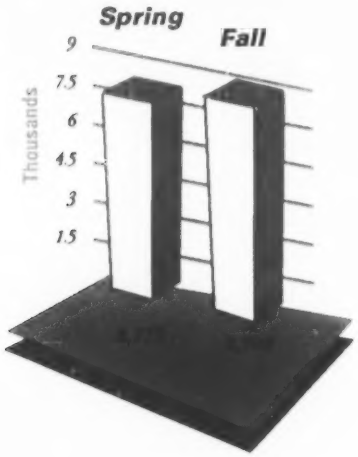
Harbor continued to develop its shared governance processes, encouraging each segment of the college community to participate in discussions relating to current operations and plans for the future.

College faculty and staff expended considerable energy in creating and implementing improved instructional programs and services for students.

A host of staff development activities, funded under Assembly Bill 1725, benefitted the campus community.

■ ■ ■

1990 Student Enrollment



Training focused on the changing role of the community college. Workshops included presentations by Dr. Carlos Cortes and Dr. Leonard Olguin, who spoke on cultural diversity. Also offered were workshops on participatory leadership.

Demonstrating its commitment to providing the best in student services, the college increased Assessment Center services, expanded the Relations with Schools program, established the Early Alert project, continued to automate library services, and began a computer-based resource referral system for students.

Also indicative of increased student services were a Business Division conference for high school faculty, a stepped-up matriculation program, the refinement of the GAIN-ESL-Amnesty program, and the establishment of the college Institutional Research and Development Office.

■ ■ ■

One of the highlights of the year occurred when the College Chorale performed at a Carnegie Hall concert which featured community college choirs from throughout the country. The college was equally proud of its record-setting Baseball team which won its third State Championship.

Notable accomplishments in the area of instruction included the establishment of a Smog Testing program and one in Process Plant Technology, the only one of its kind in the United States. The college also entered into a transfer scholars partnership with USC, complementing Harbor's existing honor's program with UCLA.

The college enhanced its service to the community with the establishment of Project LEARN (Linkages in Education for Achievement and Retention). Aimed at motivating potential minority student dropouts to pursue higher education, the project is an educational partnership with a local elementary school, a junior high, a high school, and a state university.

Los Angeles Harbor College

The Extension-Community Services program grew to enroll more than 12,500 participants. The program was recognized at the state level for its originality and innovations. It was also the recipient of an International Learning Resource Network award in the category of "best brochure."

Among the highlights of the past year: the college celebrated the tenth anniversary of PACE, an innovative degree program for working adults; the campus physics building was named in honor of the late Nathan Banks, a beloved physics professor; Harbor student Joe Rudyinski was appointed student member to the district's board of trustees; Dr. Rodney Oakes was awarded his fourth ASCAP (American Society of Composers, Authors and Publishers) award; and the college's outstanding Nursing program had its accreditation renewed.

■ ■ ■

The Technology Division accepted the donation of a new Nissan automobile, which is now used in Automotive Technology classes. With the help of a grant from the State Chancellor's Office, the college developed a program allowing faculty to share their knowledge and expertise as they built models for effective instruction.

The college's diverse student body was enhanced by a significant growth in the number of its international students. Three years ago the college served 23 students and today it enrolls 206. Harbor's foreign students do well academically, with more than 30 percent earning a grade point average of at least a 3.0.

Harbor continued to provide the community with a number of successful programs including its annual art competition and exhibition of Harbor-area high school student art work, outreach course offerings, and travel study programs to Cambridge, England and Morelia, Mexico.

In the realm of intercollegiate athletics, the Men's Basketball team had its best record in more than a decade. The college instituted a scholar athlete award program and established a Women's Basketball program. Former Harbor basketball star Dennis Johnson was named to the national community college Hall of Fame.

The college was honored by a visit by the Right Honourable John MacGregor, United Kingdom secretary of state for education and science. Harbor was his only community college stopping point on a nationwide tour of educational institutions.

■ ■ ■

In reflecting on its accomplishments of the past year, Harbor College can be proud of its renewed commitment to serving the educational needs of its community.

Automotive Technology Program Accepts Nissan Donation

Mission

In reviewing the events of the past year, Los Angeles Mission College is pleased to announce that it enjoyed its largest enrollment ever, garnered over $1 million in grants for educational programs, and moved ahead in the construction of its new Sylmar campus. In addition, Mission's faculty, staff and students distinguished themselves in a wide array of fields.

■ ■ ■

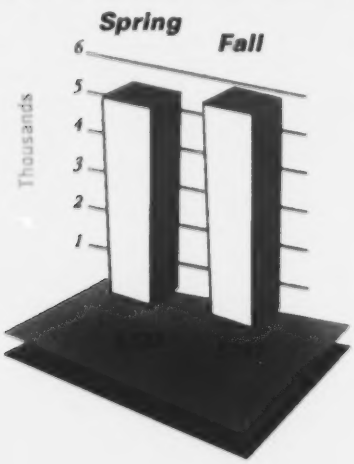
The college served approximately 12,000 students each semester, with over 5,000 enrolled in credit classes, 2,000 in non-credit programs, 1,600 participating in community extension programs and hundreds of others enrolled in special programs ranging from contract education to GAIN. The number of people served by the college has more than tripled in the past five years.

Mission's fifteen-year anniversary was celebrated with a special event held to recognize college founders and personnel.

Among its many grants, the college received approximately $700,000 in Job Training Partnership

■ ■ ■

1990 Student Enrollment



funds for the campus Business and Professional Center. The Center provided state-of-the-art teaching materials, computers, and specialized training for over 200 students.

A $90,000 Job Training-Business and Industry Partnership grant also provided classes for 50 eleventh and twelfth grade students at Sylmar High School and 100 students at Mission. The program encouraged students to complete their education as it upgraded basic skills and provided job training. Students also benefitted from business and industry mentors.

A $300,000 Department of Education grant was awarded to the college's "Bilingual Professional Expressway," which assists immigrant bilingual teachers in becoming educators in this country.

"Wide Horizons," a gender equity course outlining non-traditional careers for women, was offered with the help of a $2,500 Vocational Education Act grant.

■ ■ ■

Acting President Dr. Jack Fujimoto increased community awareness of the college by establishing a Religious Leaders Forum as well as numerous community advisory groups. To develop its ties with 10 local feeder high schools, Mission established a Principals Roundtable. The college also began to establish an Alumni Association under the auspices of the college foundation.

For the first time in its history, Mission's Baseball team qualified for the state playoffs. The Golf team also participated in the 1990 state tournament. Helping to increase school spirit was the Associated Student Organization's new cheerleading club.

Eighteen students completed the college's first Sanitation and Safety course and received the National Restaurant Association's Applied Sanitation and Safety certification.

Los Angeles Mission College

Also, a record 53 students received certificates for completing the Chemical Dependency Studies Program. James Crossen, Chemical Dependency professor, went to Tanzania to serve as a consultant on AIDS and related health issues.

The Engineering Program received an additional $1,000 grant from Rocketdyne Corporation. The college offered six mathematics classes and one in chemistry at CSUN's Northridge campus.The Paralegal Program added day classes to its evening and Saturday offerings.

Enrollments have grown in Computer Science, Chemistry, Life Science and Physical Education classes. In addition, the college hired a full-time engineering instructor as well as a physics teacher.

■ ■ ■

Irene Toval, Mission Hills resident and community activist, spoke on Mexican history during the college's Cinco de Mayo celebration. The college also observed Black History Month and Asian-Pacific Awareness Day.

To make way for a community redevelopment project, the campus moved a number of its offices to nearby interim campus facilities.

The college's Amnesty program offered a special English class to parents of children attending Pacoima's Hadden Avenue Elementary School. As the first phase of Amnesty came to a close in 1990, more than 2,000 applicants continued to enroll at the college for classes.

Four hundred students were served by the Extended Opportunity Program and Services office, an 82 percent increase over last year's enrollment. The college awarded a total of $39,950 in grant awards to eligible students.

The Disabled Students Program served 20 percent more students than it did last year. More than 95 percent of the students taking English-as-a-Second-Language classes transferred from non-credit to credit ESL courses.

The Community Extension program, whose offerings included classes in personal development and recreation, generated $200,000 in fees.

English professors Clela Hoggatt and Shirley La Rue Mann were authors of the college writing text "Good News for Writers." Mari Rettke, Computer Science associate professor, was the author of the college text "Practical Data Communications."

Staff development and affirmative action activities included a two-day seminar on critical thinking and a workshop on laws pertaining to sexual harassment. A campus teleconference focusing on minority women's equity issues was attended by 40 students from Polytechnic High School and 20 students from Mission.

Fifty-six staff members and students attended a two-day All-College Retreat at Serra Retreat in Malibu. Topics covered resource development and shared governance. The retreat also served as catalyst for the formation of a Classified Council.

■ ■ ■

As Mission College completes fifteen years of service to the North San Fernando Valley community, it looks forward to continuing to meet the educational needs of its students and it proudly anticipates the opening of its new Sylmar campus in 1991.

The past year was a challenging one for Los Angeles Pierce College. Through the combined efforts of faculty, staff, students and the college foundation, Pierce continued to offer a comprehensive educational program to serve the needs of its community.

Despite cuts in funding and a reduction in a number of hourly rate classes, college enrollment increased in 1990. The college also offered many new innovative programs as well as a host of cultural events. Highlights of the year included the establishment of a Southern California Geographic Alliance and the return of the rodeo.

■ ■ ■

Pierce also embarked on a master plan project which will chart its course for the next five years. The college anticipates continued growth as it revises its curriculum, replaces old facilities, and increases services to its students and the community.

Pierce became the new home of the Southern California Geographic Alliance. Supported by the National Geographic Society, it is the first alliance of its kind housed at a community college.

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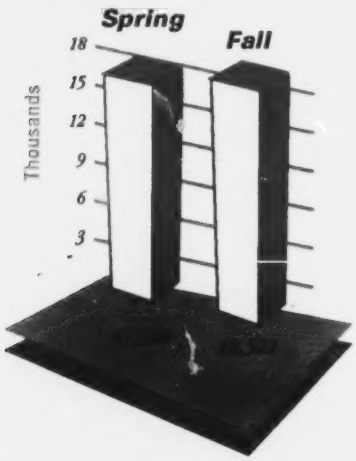
1990 Student Enrollment



More than 10,000 spectators attended Pierce's Rodeo which was held on campus for the first time in three years.

The college presented a host of cultural activities. "Biloxi Blues" and "The Effects of Gamma Rays on Man-in-the-Moon Marigolds" were among the plays staged by the Theatre Arts Department. Imaginative art exhibits featured mixed media wall constructions and kinetic sculpture. And Chemistry Department talks, a Geography Lecture Series, and Music Department concerts rounded out the year's events.

Several world class speakers appeared at the college, including: civil rights activist Bernadette Devlin McAliskey; Eunice Diaz, a member of the National Commission on AIDS; Dr. Tibor Machan, philosophy professor at Auburn University; and German Maisonet, M.D., often called "the poor person's doctor," who was the keynote graduation speaker.

■ ■ ■

The Oceanography Program featured an ambitious field trip series. Students boarded the research vessel Vantuna for cruises in the Southern California coastal waters to take water samples and track deep sea and bottom fish. Another class chartered a USC research boat and snorkeled in kelp forests to study their ecology. A two-week journey to Mexico's Sea of Cortez was also undertaken.

The college began to offer a new certificate program in microcomputer service technology, an action which helped to triple enrollment in computer technology classes.

The Industrial Technology Department also offered a new class in computer assisted drafting in a

new classroom and laboratory. The Business Administration Department opened a new computer laboratory for students of accounting, management, and marketing.

A total of $42,000 in scholarships was awarded by the Kaiser Permanente Foundation to benefit 18 of Pierce's nursing students and instructor Sharon Hall. Pierce's foundation also awarded scholarships of $500 each to 20 local high school students who had applied for early admission to the college.

"The Bull," the college's student magazine, received the prestigious National Pacemaker award from the Associated Collegiate Press. The English Circle, created for students majoring in that subject, was established in October.

■ ■ ■

More than 50 Honors program students transferred to a wide range of four-year schools including UCLA, USC, and UC Berkeley.

The Vocational Education Week presented a large open house featuring the college's training programs in industrial technology, agriculture, business administration, office administration, media arts and photography, art, electronics, and computer science and information technology.

The Women's Volleyball team finished near the top in the Western States Conference and the Men's Volleyball team was the South Coast Conference co-champion.

History professor Patricia Siever was named Outstanding Black Educator by the Black Educators Association of California Community Colleges. PACE philosophy instructor Larry Andre also received a PACE Award from the college honoring his "commitment to excellence in education."

Pierce's Professional Development Committee recognized the achievements of the following faculty during the past year: Dr. Lyn Clark, office administration; Rowan Taylor, music; Kathy Daruty, philosophy and business administration; Gordon Eisenbart, industrial technology; Jodi Johnson, English; John Corbeil, art; and Joan MacMaster, history.

Ten Mathematics faculty members were awarded state grants to attend weekend workshops to coordinate the articulation of calculus classes between the college and CSUN.

The Disabled Skiers Program received a $5,000 grant from the Amateur Athletic Foundation of Los Angeles. The program provided trips to western ski resorts for approximately 200 blind and physically disabled students.

The Disabled Students Program served more than 550 students. The program also received a $12,500 Instructional Improvement grant and a $2,000 Foundation grant to fund computer software for disabled students.

The Pierce College Tax Assistance Center provided the community with more than $75,000 in free income tax services.

■ ■ ■

As Pierce enters the '90s, it looks forward to continuing its service to the community as one of the leading institutions of higher education in the West San Fernando Valley.

The inaugural year of a new decade was a year in which the Los Angeles Southwest College community reaffirmed its commitment to the development of a model inner city institution of higher education.

■ ■ ■

During the past year Southwest College made considerable progress in the area of campus development. Most significantly, the college received funding commitments from the state of California and the college district for the construction of a $14 million Physical Education Complex. This building, along with the Technical Education Center which was funded in 1989, will provide future students with much needed facilities and programs.

As a way of thanking the California Community College Board of Governors for their support, the college hosted a meeting of the board on campus in February. The board also participated in the groundbreaking ceremonies for the Technical Education Center.

In addition to obtaining funding commitments for two major facilities, the college continued to make improvements to its physical plant and began proposals for the construction of additional campus buildings. The Learning Center was expanded and all campus elevators were remodeled. Restrooms were also remodeled to better accommodate disabled students.

The college foundation and Southwest's real estate students provided the campus with a new marquee which was installed on Western Avenue.

Plans were completed for a new Fitness Center and preliminary plans were finished for a Student Services Complex and an Arts and Community Center.

■ ■ ■

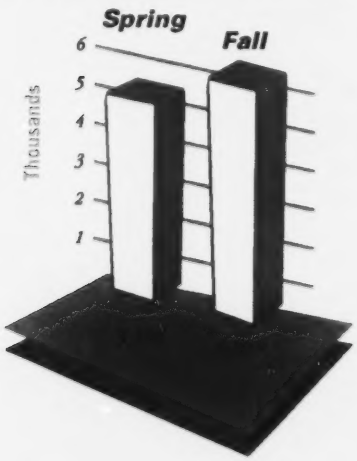
Southwest's innovative Middle College High School, begun in the fall of 1989, grew in the past year to serve 240 tenth and eleventh grade students. Located on Southwest's campus, the school is a joint project of the L.A. Unified District and the college district.

The high school's goal is to encourage students who might be potential dropouts to complete their high school studies and continue their education at Southwest. This is done by providing them with a curriculum that includes college courses and work experience with intensive mentoring and counseling. Southwest's nurturing collegiate atmosphere also helps to provide positive reenforcement for the local students enrolled at the school.

The Middle College High School is only one of several new programs that have been started to provide personal development and educational opportunities for the youth living in the communities served by the college.

The expanded Community Services program, for example, enrolled hundreds of young people in

1990 Student Enrollment



Los Angeles Southwest College

summer camp, after-school homework helper classes, and classes in art, music, drama and recreation.

In addition, the federally funded Upward Bound Program, begun in the summer of 1990, offered academic tutoring, cultural enrichment experiences, and positive role model mentors to local high school-age youth who had expressed an interest in attending college.

Federal funding continued to assist the college in building a model institution. Southwest was successful in obtaining a three-year, $2.5 million Title III grant which will fund a college-wide honors program and enhance the college's development efforts. Federal funding also provided resources for a student retention and transfer center.

■ ■ ■

Southwest's student enrollment increased from 5,500 in 1989 to 6,000 in 1990. Seventy-two percent of its students were African-American and 25 percent Hispanic.

In order to increase the transfer rates of the college's "new majority" student populations, the Ford Foundation awarded Southwest with an initial $25,000 grant to provide special classes for potential transfer students.

In conjunction with UCLA's Center for the Study of Urban Poverty, the college revised classes in English, history and psychology to include material on social issues such as homelessness, unemployment and health care. The new classes provided students with transfer credit, field trips to UCLA, and university mentors, as it gave them a greater understanding of urban poverty issues.

The college's second annual colloquium featured Dr. Barbara Solomon, USC vice provost, who spoke on "Maximizing the Educational Potential of the New Majority in the 21st Century." This year's speech closely paralleled last year's presentation by Dr. John Slaughter, Occidental College president, who had spoken on "Diversity: The Unanswered Call." Both presentations emphasized the importance of developing an appreciation for this nation's increasingly culturally diverse work force. Southwest mirrors this national trend by employing one of the most culturally diverse faculty and staff of any college in the state.

Encouraging staff participation in the decision making process, the college sponsored an all-college retreat for campus employees and took part in a shared governance retreat with three other community colleges.

The college also began discussions about adding a junior high school, an elementary school and a pre-school to its college and high school programs, in effect, completing an educational park for the campus.

■ ■ ■

As the college heads into the '90s, it is proud that the spirit to build a model inner-city institution of higher education is alive and well within the L.A. Southwest community.

The college is moving forward in carrying out its mission, to "Build the Best, Build L.A. Southwest."

Trade - Tech

Originally founded as the Frank Wiggins Trade School in 1925, Los Angeles Trade-Technical College today is one of the largest vocationally oriented community colleges in the nation, offering students nearly 90 different occupational programs.

During the past year the college continued in its mission to provide Los Angeles area business and industry with well-educated and skilled professionals in a variety of fields.

■ ■ ■

The college is truly unique in that it could easily operate as a self contained city. All the skills needed to keep a town functioning can be learned at the college. From building houses to installing air conditioning, electrical and plumbing systems, from repairing automobiles to printing newspapers, from designing and making clothes to preparing meals and running a restaurant–these and many more skills can be mastered at the college.

Last year's graduates received associate degrees and certificates in such specialized programs as

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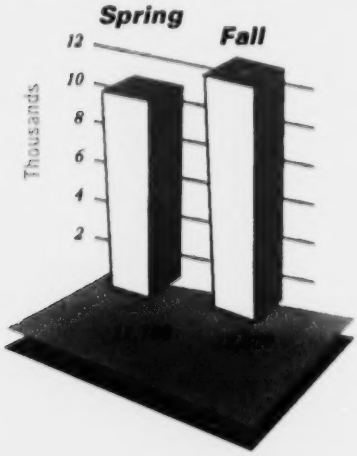
1990 Student Enrollment



apparel arts, cosmetology, automotive technology, culinary arts, printing and lithography, and electrical, mechanical and construction technologies.

Although Trade-Tech specializes in the trades, it also provides a well-rounded liberal arts curriculum preparing students for transfer to four-year universities.

In addition, the college offers students a full array of student services including financial aid, child care, a college information center and an Extended Opportunity and Programs office.

■ ■ ■

The college's students reflect the ethnic diversity of Los Angeles. Last year, the student population of 13,180 was 41 percent Hispanic, 30 percent African-American, 14 percent Asian, and 12 percent Caucasian.

The average Trade-Tech student was 28 years old, worked 30 hours per week, had a family to care for, and enrolled in three or more classes. Women made up almost 60 percent of the student body.

Registered Nursing and Licensed Vocational Nursing students continued to serve their internships at more than a dozen local hospitals including Kaiser Permanente, Los Angeles County, USC Medical Center, Cedars-Sinai, Brotman, and Queen of Angels. Graduates of the program collectively scored well above the 90th percentile in the state nursing boards and all found employment, many at local hospitals.

The achievements of Trade-Tech's Nursing students is doubly impressive as many of them began their college studies requiring additional help in basic skills. Many also had families to support and had to work while enrolled at the college.

A new fitness center offered students the use of two pools as well as a variety of exercise and physiology equipment including life rowers, life cycles and ergometers, treadmills, circuit sets and free weights.

Los Angeles Trade-Technical College

Developed by faculty exercise physiologists and fitness specialists, the center served more than 1,000 students, staff and community members.

The Physical Education Department also introduced new classes in Taekwondo which combined training in self defense with a humanistic philosophy. In the area of athletics, the college sponsored Men's and Women's Cross Country, Track and Field, and Basketball teams.

■ ■ ■

The Culinary Arts faculty and students participated in "Operation Desert Sand." Working with volunteer students from L.A. Unified, they prepared and sent 10,000 sugar cookies to U.S. troops in Saudi Arabia.

The Baked Goods Culinary Arts class provided refreshments in the form of petits fours for the 1990 Dean's Honor Tea. The tea recognized students who earned a 3.5 grade point average or better.

Under the High School Relations program, the college worked with counselors at six feeder high schools to enable 500 students to take advantage of the early admissions program. The Step Ahead program provided local junior and senior high school students with the opportunity to take credit classes on campus as it encouraged them to stay in school and pursue a higher education.

The JTPA Machine Shop Program graduated 54 professionally trained machine shop operators. The grads included 21 women as well as 35 Spanish-speaking students. The program required students to attend class 21 hours per week. Upon graduation, students found jobs paying between $10 and $20 an hour in positions as toolers, machine operators and assistants, shop maintenance mechanics, drill press operators, inspectors and estimators.

The Commercial Art and Computer Graphics program installed a laboratory of MAC SE and MAC II computers enabling students to use the latest technical equipment in the field.

In a recent alliance with the East San Gabriel Valley Regional Occupational Program and Cal State University's Family and Consumer Sciences Program, Trade-Tech's Fashion Center instituted a "2 plus 2 plus 2" program in fashion merchandising, which provided students with a smooth transition from high school to the completion of the bachelor's degree. The program included classes in professional selling, visual merchandising, product information and communication skills, as well as industry work experience.

The Fashion Center continued to offer more fashion courses than any other public institution in the state. Trade-Tech graduates are industry leaders, famous for their designs and innovative fashion concepts.

The Associated Students Organization hosted a successful Health Fair and Multicultural Day. Eight Hispanic students attended the annual Hispanic Leadership Conference sponsored by the National Conference on Christians and Jews.

Trade-Tech's award-winning newspaper, "Tradewinds," and creative magazine, "Innervision," continued to provide students with hands-on experience in every phase of newspaper and magazine publishing.

In July, the L.A. Metro Blue Line began service and brought hundreds of students to the campus doorstep. The line connects communities between downtown L.A. and Long Beach.

■ ■ ■

Proud of its 65 year heritage, Trade-Tech looks forward to continuing to meet its goal by providing Los Angeles with a well educated work-force.

Established in 1949, Los Angeles Valley College today enrolls nearly 18,000 students. It is a people-oriented college where students are served by a faculty devoted to teaching excellence, a dedicated classified staff, and an administrative cadre providing professionalism and leadership.

The college offers associate degree, transfer and occupational certificate programs as well as preparatory classes in English, ESL, speech, and mathematics.

■ ■ ■

Reflecting the changing needs of the community, the college has added newer programs in such areas as computer assisted design and manufacturing, printed circuit design and office automation. Most instructional programs utilize computers in the classroom. The college also offers a half million dollar program in community service non-credit classes.

The profile of Valley's students has changed over the years from a predominantly Anglo male population to one that is 44 percent ethnic minority and one in which women make up more than half of the students.

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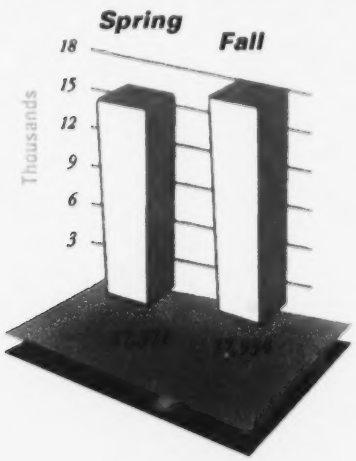
1990 Student Enrollment



The median age of its students ranges between 19 to 21 while the mean age is higher as more older students attend the college for retraining.

Valley graduates continued to receive outstanding awards and honors. Carolee Dodds was awarded the $2,500 UCLA Alumni Association Prytanean Scholarship, and Valina Ghookasian, now a UCLA chemical engineering major, received the Los Angeles Basin Equal Opportunity League Award.

Valley's alumni also continued to succeed in their chosen careers. Julia Thorton received the Theresa Marckie Award for excellence in fashion design. Irene Zorn is currently a columnist for the Daily News and Margarita Vasques-Willen is chair of the Spanish Department at Marshall High School.

■ ■ ■

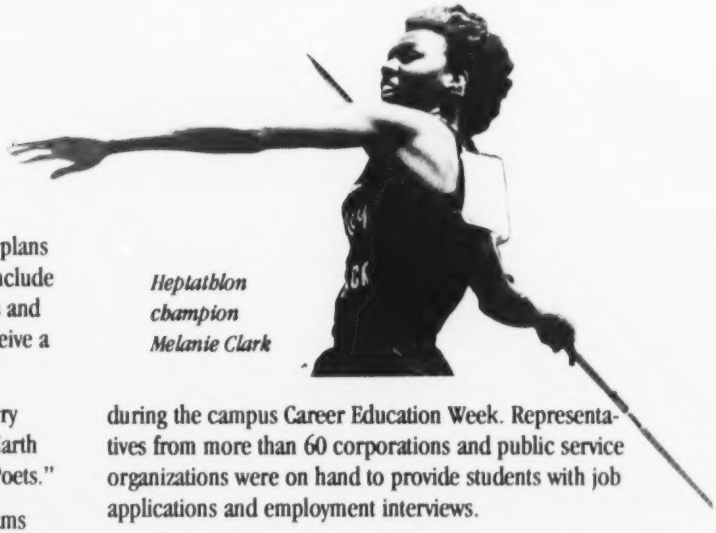
Eight members of Valley's Forensics Team made it to the final round of competition at the state championships in Santa Rosa. Gold medals were won by Alicia Risk for persuasive speaking and Shari Putler for poetry interpretation. The team also traveled to Kansas City for the Phi Rho Pi National Forensics Competition.

Valley was the first college in the district to offer a course on AIDS. Taught by Lois Bergquist, the "AIDS: Biology Impact" class covered the worldwide epidemic, as well as civil rights and public health issues.

The new Fitness Center began providing the first stages of a "Super Circuit" body conditioning program which will increase cardio-respiratory endurance, strength and flexibility.

Valley's Philharmonic Choir completed a two-week concert tour of Scotland and England, including a stop in Leeds where it was hosted by Park Lane College. In Reading the choir performed with the Phoenix Choir.

Los Angeles Valley College



Heptathlon champion Melanie Clark

The Earth Science Department put together plans for a geography awareness program which will include a geography quiz competition for Valley students and local high schoolers. Top award winners will receive a world atlas and $100 scholarships.

The poems of professors Bill Wallis and Terry Martin and students Anne Stanton and Michael Marth were featured in a new book titled "Four Valley Poets."

■ ■ ■

Both the Men's and Women's Basketball teams won Western State Conference championships. The men's team, coached by Jim Stevens, and the women's team, coached by Doug Michelson, won a total of 52 games. Melanie Clark, Child Development major, was named 1990 Junior National and California Community College Heptathlon Champion.

In partnership with the IBM Academic Information System, Valley's Life Science Center developed interactive and multimedia biology course work modules. The newly created hardware and software will be used in the college's Life Sciences lab.

The college continued to provide activities and programs to serve its growing multi-ethnic students, which numbered more than 8,000. Valley also hosted a five-day Arts Festival which included musical, theatrical and visual arts presentations.

The Associated Student Union sponsored a host of campus and community events relating to campus safety, the Red Cross Blood Drive, AIDS Awareness Month, alcohol awareness, gay and lesbian concerns, and legislative issues. The group also sent packages to the U.S. troops in the Persian Gulf.

Keynote speaker at the 1990 Health Expo was David Horowitz of KNBC-TV. Sponsored by the Health Science Department and the Associated Student Union, the Expo presented workshops on nutrition, health, suicide prevention, drug information, mental health and AIDS.

Women fire fighters and law enforcement officers were among the speakers at a Job Fair presented during the campus Career Education Week. Representatives from more than 60 corporations and public service organizations were on hand to provide students with job applications and employment interviews.

The International Student Program, under the direction of counselor Audre Levy, served 203 students from 47 countries.

As part of Valley's Senior Day, the counseling staff, faculty and administrators provided 400 high school students with a pre-registration workshop, orientation, and a campus tour.

Contract education classes were taught at a number of local companies including Kaiser Permanente and UAW-General Motors. A class in financial planning was also offered to former Lockheed employees.

North Hollywood resident Linda Gordon donated $1,000 for library book purchases. Valley area residents Harry and Belle Krupnick set up a foundation to offer scholarships in journalism, English and geography. And the Max L. Heyman, Jr. Perpetual Scholarship was increased to an annual award of $500.

President Dr. Mary Lee received the 1990 California Vocational Association "Team Success Award" for her promotion of vocational education programs.

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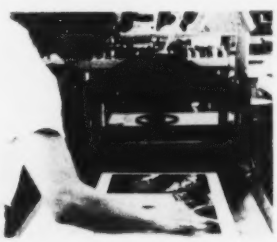
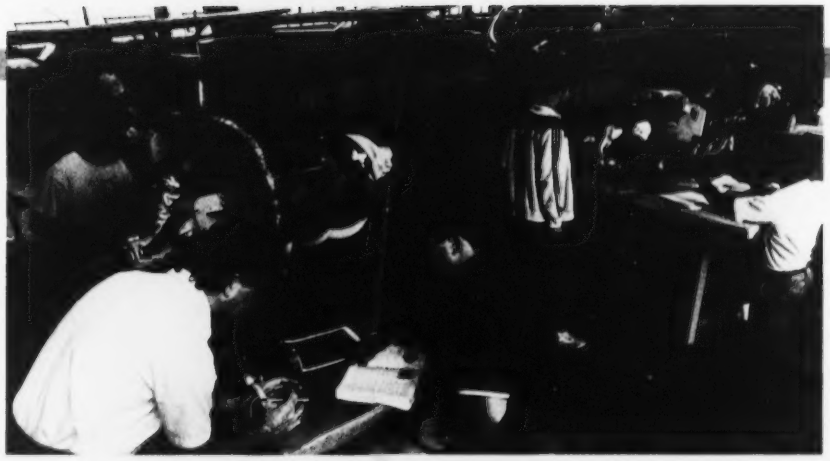
As the college enters its fifth decade of service to the community, it looks forward to providing its future students with the best in educational opportunities.





With increased enrollment, innovative new curricula, and state funding for two much-needed buildings on campus, West Los Angeles College has entered the 1990s with a great deal of optimism and enthusiasm.

■ ■ ■

Although there was a change in top administration, West's momentum continued as it offered exceptional educational programs coupled with a wide variety of campus activities. The college also focused its energies on community and school outreach, resource development and increased technological support for campus programs.

One of this year's highlights occurred when West's proposed Aerospace Complex and its Gymnasium Fitness Center were both approved for construction and funding by the state. Selected as architect was Sheldon Liber of Bolling, Gill, Allen and McDonald. The anticipated groundbreaking for both buildings will be in the spring of 1991. West is also currently seeking state funding for its next construction project, the Fine Arts Complex.

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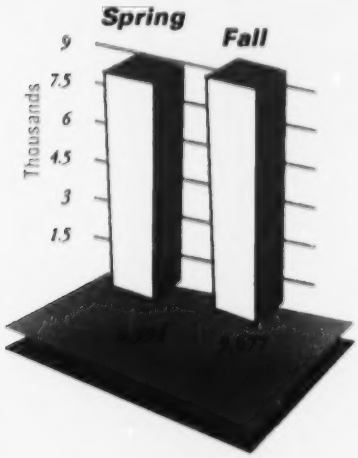
1990 Student Enrollment



The college experienced a major change in administration when Dr. Linda Thor, West's president since 1986, resigned in August to accept the presidency of Rio Salado Community College in Phoenix, Arizona.

■ ■ ■

In terms of resource development, the college was awarded a major five-year grant by the U.S. Department of Education to improve its student services and instructional program and to develop its college advancement ability. The grant will provide $451,436 during its first year of funding.

West also received a two-year, $75,000 Metropolitan Life Foundation grant for a teacher preparation program geared to increase the number of local minority and bilingual elementary school teachers.

The General Services Administration donated a Coast Guard helicopter for use in West's aviation maintenance program. A dedication ceremony was held in conjunction with an Aviation Job Fair.

The WLAC Foundation sponsored a number of events during the year including a seminar on financial planning and retirement geared to prospective college donors.

The college's Center for Economic Development and Continuing Education offered training seminars in office automation, using its mobile classroom at the college and Century City. It also hosted a mixer for local chambers of commerce, and offered custom-designed credit programs in aerospace manufacturing mathematics for quality control engineers.

A new "fast track" travel program was started in the spring, and West's newest programs—paralegal studies and hazardous materials technology—successfully completed their first year.

West Los Angeles College

More than 400 students received diplomas at the June graduation. The keynote speaker was Dr. Robert Detweiler, president of California State University at Dominguez Hills.

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The college expanded its cultural offerings during the year by presenting the drama "A Day of Absence," the musical revue "Red, White and Blues," a dance concert "A Taste of Dance," and a musical collage "Oldies and Goodies—Songs from the '20s and'30s."

West also presented a wide variety of special events, lectures and seminars for the campus and community during the past year.

Among the highlights of the Black History Month celebration in February were appearances by many successful professionals including lawyers, professors, and business people as well as TV actress Marla Gibbs and former All-Pro football player Rosey Grier, who spoke to students about the importance of staying in school.

Actress Judith Helton performed her one-woman show, "Lotta Crabtree: Diamond in the Goldrush", as part of West's tribute to Women's History Month in March. And in April, West sponsored an Earth Day program to focus attention on environmental concerns. The week-long event included a tree planting, unveiling of an outdoor globe sculpture and an environment art show.

Dr. Paul Saltman, UC San Diego professor of biology, was featured speaker at West's third annual Distinguished Science Lecture. His topic: "Science and Human Values: Are They Compatible?"

The annual International Festival in May spotlighted the multicultural background of our students by presenting entertainment, ethnic foods, and arts and crafts exhibits and displays. West also held its second annual parenting skills seminar in May. Titled "Improving Ourselves for Our Children and Families," the event was geared for parents and those who work with children.

A similar special program for the Spanish-speaking community, "El Dia de la Familia," focused on immigrant survival skills, education, community involvement and family unity. On hand were Sari Bermudez of KHJ-TV, Pete Moraga of KNX Radio, and Antonio Gonzales of KTNQ Radio.

A number of faculty distinguished themselves by publishing new textbooks. Dr. Marc Mancini, professor of travel and French, was the author of "Conducting Tours: A Practical Guide." Phyllis Beemsterboer, director of the Dental Hygiene program, co-authored "The Technique and Theory of Periodontal Instrumentation."

Barry Resnick, instructor of travel, wrote two books: "Sabre Reservations: Basic and Advanced Training" and "The Bottom Line: Selling and Marketing the Travel Product."

Joining the faculty was football coach Rob Hager who came to West from Coalinga Community College. West's Oilers won their first three games and finished 4-6 in conference play.

■ ■ ■

As West faces the future, it looks forward to the completion of its newest buildings, knowing that they will enhance the educational opportunities offered to its westside students.

Program Profiles '90

The nine colleges that comprise the Los Angeles Community College District offer hundreds of programs, including those in career training, transfer education, two-year degree programs, basic skills, and continuing education.

Providing added support are a wide variety of student support services. The following profiles present just a few of our exemplary programs, as well as a description of Mission College's newest campus.

LACC : An International College

10 Multi-ethnic Clubs, 14 Foreign Languages, and 700 Students from 64 Countries

Los Angeles City College is truly an international college. Its student body, as well as college curriculum, reflects the cultural diversity and changing demographics of Los Angeles.

City's students come from every corner of the globe—Central and South America, Europe, Asia, Africa, and the Pacific. Notes college president Dr. Edwin Young: "At City, students have the opportunity to learn not only in the classroom, but from one another, as they gain an appreciation of those qualities that all people have in common as well as those that make them unique."

LACC's ethnic diversity can be seen in the international student clubs on campus which include the Ethiopian Club, the Student Organization for Latinos, Samahang Pilipino, the Korean Student Association, the Cambodian Club, the International Business Club, the Vietnamese Student Association, th Society of Hispanic Professional Engineers, the Black Student Union, and the Chinese Club.

As a complement to the student clubs, the campus sponsors a host of international events each year including the International Club Day, Asian Pacific American Day, Black History Month Celebration, Cinco de Mayo and Foreign Language Department Celebration.

City's international flavor is also reflected in its educational programs. Instruction is provided in 14 foreign languages including Arabic, Armenian, Chinese, Filipino, French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian and Spanish.

LACC also offers classes in African-American, Asian-American, and Chicano Studies, as well as an international business curriculum with classes in trade, exporting and international marketing.

In addition to serving the educational needs of L.A.'s newest immigrants, the college offers one of the largest international student programs in the district. During the fall of 1990, more than 700 students enrolled as foreign visa students. They came from 64 countries with the greatest number coming from Japan, Korea, Hong Kong, the People's Republic of China, Thailand, Taiwan and the Philippines. The most popular majors for these students were business administration, engineering and computer science.

Training for Hollywood Careers in LACC's Arts and Cinema Classes

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From Acting to Editing, Costuming to Composing

Located in the heart of Hollywood, Los Angeles City College offers the film and creative community, as well as local performing artists, a host of arts and film related classes.

The emphasis is on professional career training and LACC's programs in radio-TV-film, theatre, music, art, photography and dance serve as a bridge to a wide range of exciting careers.

The college's contemporary communications building has sound stages, television studios, and film editing rooms for those training for a career in radio, TV, broadcasting and film making. The Theatre Academy offers an intensive two-year program for actors, stage technicians and costumers.

Graduates of the Commercial Music program find careers as music arrangers, performers and composers for the film industry.

City's Commercial Art program covers all elements of design, and exposes students to the full range of visual and plastic arts including drawing, painting, and sculpture.

Photography department grads are snapped up by local film processing labs, and many go on to careers in commerical photography. LACC's award-winning students find specializations in the fields of black and white or color photography.

LACC's dance training provides students with the fundamentals of ballet, jazz dance and choreography.

The college is proud of the many former students who have gone on to successful careers in their fields. Outstanding graduates include such luminaries as Tony Award-winning performer Debbie Shapiro, TV producer Mimi Leder, KNX sports announcer Pete Arbogast, actress Cindy Williams, actor Paul Winfield, orchestra leader Les McCann, folk singer Odetta, artist Billy Al Bengston, award winning photographer Glenn Capers, and Los Angeles Times art critic William Wilson.

East's Jaime Escalante Math and Science Program

■ ■ ■

Garfield High Math Teacher's Methods Help 15,000 Students

Since it began ten years ago, the Jaime Escalante Math and Science Program has enrolled more than 15,000 students in its classes.

Founded by the visionary educator Jaime Escalante, a Garfield High School calculus instructor who now also teaches at East, the program provides local elementary and secondary school students with enrichment classes in mathematics ranging from elementary arithmetic to calculus.

Using techniques developed by Escalante in his high school classes, the program is notable for its success in teaching mathematics to all levels of students.

Currently the program offers classes for 400 Garfield students, 50 students at Roosevelt High and 400 junior high students. Classes are held on campus on Saturday and during a nine-week intensive summer session. Instructors in the program are also the students' regular weekday teachers who have been trained in Escalante's teaching methods.

The program is funded by a $50,000 grant from the Arco Foundation, a matching grant from the Ford Motor Company as well as a National Science Foundation grant.

Escalante's teaching techniques came to national prominence in 1982, when 12 of his Hispanic students at Garfield High passed—for the second time—the Advanced Placement Calculus exam. They had retaken the test because the Educational Testing Service thought the students might have been cheating.

It was hard for many to believe that the students from Escalante's school –with an Hispanic enrollment of close to 100 percent–would achieve what they did.

Escalante received national attention again several years later when the movie "Stand and Deliver" recounted his experiences at Garfield High School. (East Los Angeles College alumnus James Edward Olmos portrayed Escalante on the screen).

Results of the Escalante program can be seen in the increased number of students enrolling in mathematics classes at East, as well as the increase in the number taking the Advanced Placement Calculus test. The college has also noted less demand for elementary math classes as students enter college better prepared to handle advanced classes.

Recently, the Coca Cola Foundation gave East a $50,000 grant to study whether it could raise funds to build an institute to promote Escalante's successful teaching methods among elementary and secondary school teachers.

East's Minority Biomedical Research Support Program

■ ■ ■

Students Earn While They Learn

East Los Angeles College's Minority Biomedical Research Support Program is designed to motivate high-potential, two-year college students to become biomedical research professionals.

Funded for the past ten years by the National Institute of Health, the program provides students with hands-on experi-

ence in biomedical research. At the same time, students are paid a stipend for their research as they learn how to apply the scientific method to a given problem.

East's program is the only one of its kind among California's community colleges and only one of three such programs nationwide.

The program enrolls 25 to 30 students annually who are recruited from the ranks of college chemistry and biology classes as well as high school science classes. The program encourages ethnically under-represented students to apply.

Once accepted into the program, students are trained to become undergraduate researchers in a campus research laboratory.

The program has two components, an ongoing on-campus research activity and an off-campus summer enrichment project held at one of a number of local universities including USC, UCLA, Cal Tech or CSU Los Angeles.

Many of the in-house research projects are also coordinated with the four-year schools and provide students with the opportunity to work with scientists, use sophisticated research equipment, and become familiar with university campuses.

On-campus, students work in teams of ten, conducting research on two projects with the assistance of three faculty advisors. The advisors also help students to arrange their research activities around their class schedules. In addition, students attend seminars each Friday which are co-sponsored by the college and CSULA.

For their work during the school year, students are paid up to $4,200, and they may earn up to $1,500 for work during the summer enrichment program.

The summer component also provides students with biomedical seminars as well as the opportunity to attend science symposia throughout the country.

Enrollment Increases in Harbor's Extension Program

■ ■ ■

College for Kids, ESL & Bonsai Classes Offered

During the past two years, Los Angeles Harbor College's Office of Community Services and Continuing Education introduced a number of innovative changes which have led to increased enrollments and provided the office with widespread exposure and recognition.

The office changed its name to the Harbor College Extension Program in keeping with its philosophy of outreach to the community. At the same time, it expanded the number and scope of existing offerings and added many new ones in an effort to broaden the program's appeal to community residents.

The program's printed catalog was also upgraded to make it more visually appealing. The new catalog received the 1990 Best Brochure award from the International Learning Resource Network.

One "College for Kids" class, "Money Management for Future Executives," was the subject of a Los Angeles Times article and was featured on a Time-Warner News national broadcast and on the nationally televised cable TV program, "The '90s."

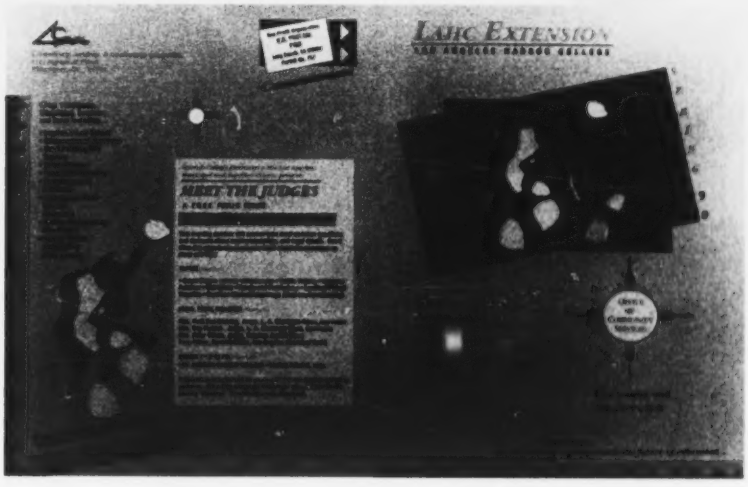
Among its new fee-based classes, the Extension Program offered a series on parenting, one on concerns of residents aged 50 and beyond, and a program of professional development offerings presented in conjunction with the college's Business Resource Center.

The number of students attending fee-based classes also increased by 2,766, a jump of 46 percent.

Two new continuing education offerings, both funded by the state, have attracted large numbers of enrollees. One, the English-as-a-Second-Language program, draws more than 1,400 participants to the college each Saturday. The other, a cooperative effort with the South Coast Botanical Gardens, enrolls over 1,000 residents in a series of art, nature and horticulture classes on such subjects as Ikebana, bonsai, container gardening, Xeriscaping with California native plants and birdwatching.

In addition to its catalog of offerings, the program also sponsors a number of activities including a free public service seminar series and an extremely successful weekly swap meet. The swap meet provides vital financial support for the office's programs.

In recognition of its innovations, Harbor's Extension Program received the 1990 Most Innovative Programming award from the California Community College Council on Community Services and Continuing Education.



Harbor's Project Learn

■ ■ ■

Role Models, Mentors and Museum Trips Help Hispanic Students Stay in School

In order to improve the retention and educational success of dropout-risk students, Harbor College formed Project LEARN (Linkages in Education for Achievement and Retention).

A partnership between the college and Wilmington Park Elementary, Wilmington Junior High, Banning High and Cal State-Dominguez Hills, the program targets the large Hispanic population in the immediate vicinity of the college. The Hispanic enrollment of Wilmington Park Elementary is 94 percent, Wilmington Junior High 85 percent and Banning High 66 percent.

The first students to benefit under the program are 60 "at risk" sixth graders at Wilmington Park Elementary School.

Departing from traditional programs which have focused on academic skills as the major factor related to increasing educational success in dropout-risk students, Project LEARN's central focus is on instilling in the students an excitement about discovery and learning through an experiential approach.

Included in the Project LEARN program are visits to museums, an observatory, and botanical gardens in conjunction with introductory instruction by specially selected teachers.

The 14-week program for the sixth graders accentuates self-identity, motivation, problem-solving and career exploration activities. The youngsters are assisted and guided by a number of program aides selected from Harbor College and from the students at the partnership schools. The aides are from underrepresented ethnic groups and, if possible, graduates of Wilmington Park Elementary.

Also providing positive role models are successful adult leaders from the community who participate in informational, motivational sessions for the youngsters and their parents. At the outset of the program, parents are involved in sessions on such topics as parenting skills, cultural awareness and college opportunities and benefits.

The program concludes with four sessions at Cal State-Dominguez Hills in which the children study cultural perspectives in the college's Mexican American Studies Department and attend with their parents a panel presentation by Hispanic students and parents on the realities of college life for Hispanic families.

The project is being conducted primarily through a grant from the Underrepresented Students Special Project Fund of the California Community College Chancellor's Office.

Mission to Open New Campus in 1991

■ ■ ■

Features California Mission Style Architecture

Los Angeles Mission College eagerly awaits the opening of its first permanent campus which will be ready for students in September, 1991. The college has been housed in temporary quarters, primarily in the city of San Fernando, since its founding in 1975.

The new campus, located at 13356 Eldridge Avenue in Sylmar, is situated on 22 acres of land at the base of the Verdugo Mountains. The attractive location provides the new campus with a tranquil, country setting.

In keeping with its location, only a few miles from the San Fernando Mission, the campus' architectural style will be California Mission. Red tile roofs, exposed ceiling beams, and tree-lined courtyards are prominently featured.

The campus will consist of three buildings and additional structures are already being planned for the future.

The main Instruction-Administration Building will house 20 classrooms, 15 laboratories, as well as offices for faculty, administration, financial aid, the Extended Opportunities program, admissions and records, and counseling.

The two-story Campus Center will feature an assembly hall capable of seating more than 750, as well as several smaller meeting rooms. Movable walls can be reconfigured so that the main hall can be enlarged to accommodate 1,000.

The Campus Services Building will include the bookstore, a weight-training room, and the offices housing student government as well as fiscal and business services.

Construction on the buildings began in April, 1989, under the supervision of the J. R. Roberts construction firm.

Mission's Bilingual Professional Expressway

■ ■ ■

A Faster Way for Immigrants to Become Teachers

A $300,000 federal grant was awarded to Mission College in 1990 to develop and implement a new teacher training program for recent immigrants to the United States. Targeted under the "Bilingual Professional Expressway" program are individuals who have professional degrees and work experience in their countries of origin.

The grant, funded by the Department of Education's Fund for the Improvement of Postsecondary Education, will award the college $100,000 annually for three years.

The program will provide participants with self-paced, accelerated English classes, counseling for general education course completion, as well as assistance in transfering to a university, obtaining the teaching credential and certification, and finding a job upon the completion of the program.

Department of Education officer John Donahue noted that the grant was awarded Mission to help alleviate the shortage of bilingual teachers.

One of the first projects funded by the grant was a workshop titled "How to Access the American Educational System." The workshop, which took place at Cal State Northridge, included speakers from Cal State as well as the L. A. Unified School District and was attended by more than 300 immigrant "bilingual professionals."

Instrumental in the implementation of the new program were Renee Baez, project director, Jose Luis Ramirez, counselor, and Victoria Munoz-Richart, dean of academic affairs.

Pierce College is Put on the Map with the Southern California Geographic Alliance

■ ■ ■

A First for a Community College

Los Angeles Pierce College's Geography program was considerably enhanced during the past year when the Southern California Geographic Alliance moved to the campus.

The organization, one in a network of alliances supported by the National Geographic Society, had been based at UCLA since its inception in 1983.

It is the first such alliance in the nation headquartered at a community college, according to Gail Hobbs, Pierce associate professor of geography and one of the Alliance's two coordinators.

Alliance members include elementary, junior and high school teachers, college and university professors, state and local education administrators and others from the private sector.

The Alliance serves as an advocacy group for improved geography education in California schools and it shares the latest methods and materials in geography instruction with its members.

Pierce's geography students benefit from the newest learning materials made available through the Alliance.

Pierce's Geography program, one of the largest such programs in the country, enrolls more than 2,100 students in 50 classes each year. Classes include such titles as "Cultural Elements of Geography," "Introduction to Weather and Climate," "People and the Earth's Ecosystem" and "Land Use Patterns of the Western Mojave."

The college's Geography program also has close ties with nearby Cal State Northridge, as CSUN offers a major in geography and many of Pierce's students transfer there to continue their studies.

The Alliance is funded through annual matching grants of $50, 000 from the National Geographic Society and the state Department of Education, as well as additional funding from organizations and individuals.

Hobbs, who was a founding member of the Alliance, served as the organization's coordinator from 1987 to 1989. She has also edited an anthology of geography curriculum presented at a 1986 Alliance conference.

Pierce's Honors Program, One of the Largest in the District

■ ■ ■

Research and Writing Emphasized in 27 Classes

Los Angeles Pierce College's Honors program offers students one of the largest honors programs in the Los Angeles area, providing a total of 27 specially designated honors classes.

The classes emphasize research and writing as well as student participation in the classroom. Class size is limited to 25 students.

Honors classes include anthropology, art, English, French, history, philosophy, political science, Spanish, astronomy, economics, geography, meteorology, psychology and statistics. One of the newer classes covers cinema.

Students who successfully complete Pierce's two-year Honors program are provided priority admission to UCLA, under the Pierce-UCLA Transfer Alliance agreement. Pierce has also entered into similar alliances to benefit transfer students going on to UC Santa Cruz and USC.

In order to be admitted to the Honors program, high school students must have a 3.0 grade point average, and Pierce students must have an average of 3.25. Two-thirds of the students enter the program as a result of the college's early admission program.

In addition to offering a wide selection of classes, the Honors program gives students the opportunity to join two student honor societies: California's Alpha Gamma Sigma and the national Phi Theta Kappa.

Southwest's Middle High School

■ ■ ■

Local Students Find New Bridge to Campus Studies

The Middle High School Program was established at Los Angeles Southwest College two years ago to encourage potential high school dropout students to remain in school and pursue a higher education.

The program is based on a similar one started at La Guardia Community College ten years ago. Southwest's is one of only two such high school programs in the state.

One of the strong points of the program is the fact that a college campus, by its very nature, provides a nurturing atmosphere for "at-risk" high school students. The program initially enrolled 60 students. Currently, 240 tenth and eleventh graders attend classes, and an additional 100 students will join the program next fall.

The program offers a complete high school curriculum, with all classes taught on Southwest's campus. Students also have the opportunity to take college credit classes and can avail themselves of the college's student support services.

A joint venture between our district and the L.A. Unified School District, the program receives additional funding

from State Chancellor's grants. Eight L.A. Unified high school teachers and three Southwest faculty serve as instructors. The Unified District also provides a principal and counselor.

Many of the classes provide students with hands-on projects in order to involve them more actively in the learning process. Students also benefit from a team-teaching approach to instruction. In addition to their classes, students meet in small groups on a weekly basis to discuss their concerns and problems with the principal and a counselor. Also, the students and their parents attend monthly campus meetings.

The program has been very effective, according to school officials. Absenteeism is down, and parents have reported an improvement in their sons' and daughters' attitude toward school and studies.

Trade-Tech's Culinary Arts Program Has Largest Training Kitchen in Southern California

■ ■ ■

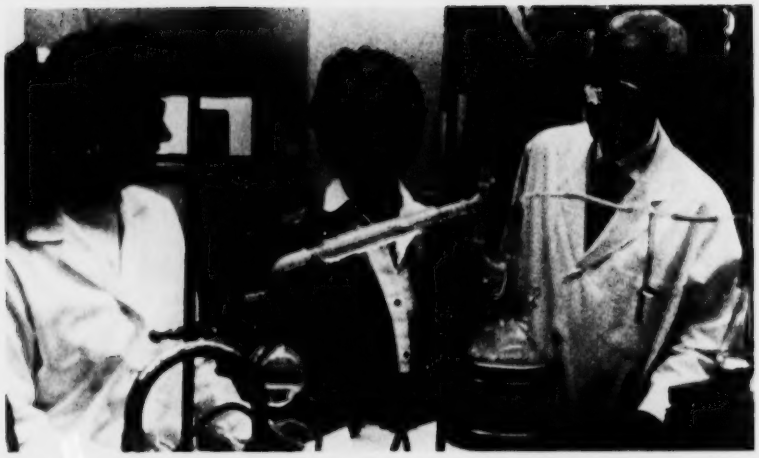
Where Students Have a Taste for Their Studies

Los Angeles Trade-Technical College's Culinary Arts program offers certificates in both Chef Training and Professional Baking. In 1990, more than 30 students completed the program and entered California's growing culinary field.

The college is home to the largest training kitchen in Southern California. Students are provided with hours of hands-on experience as they prepare the food for and operate the college's three dining facilities. One such facility, the Magnolia Room, is well-known to the campus community for offering one of the best gourmet buffets in the downtown area.

In addition to providing the campus with an array of dining options, the Culinary Arts program continues to graduate students who have gone on to distinguish themselves in the field. During the past year, for example, a Trade-Tech graduate was chosen to be on the team of chefs representing the United States in the Culinary Olympics, an international culinary competition. The U.S. team came home with the most gold medals of any team competing.

A Trade-Tech graduate was also selected as Chef of the Year by the Chef D'Cuisine, California's largest association of chefs.



Trade-Tech's Chemical Technology Program

■ ■ ■

Graduates Earn Starting Salary of $15 an Hour

Graduates of L.A. Trade-Tech's Chemical Technician program have a 100 percent placement rate and find employment in the petroleum, aerospace, chemical manufacturing, cosmetics and pharmaceutical fields as well as departments of water, power and sanitation.

Alumni can be found working for such companies as Chevron, Shell, Mobile, Arco, Texaco, Rocketdyne, TRW, Hughes, Northrop and Max Factor.

The average Chemical Technology graduate earns well over $10 an hour and often begins at a starting salary of $15 an hour.

The in-depth training provided by the college has enabled many graduates to become supervisors and managers of company laboratories. Several former graduates have also gone on to earn doctoral degrees.

One of the innovative characteristics of the program is that its curriculum remediates as it teaches, providing students with the scientific background they need to successfully complete the program's advanced classes.

The program offers both associate of science and certificate options.

Collision Repair Program at Trade-Tech Continues to Grow

■ ■ ■

Gas Welding and Spray Painting Make "Live Shop" Come Alive

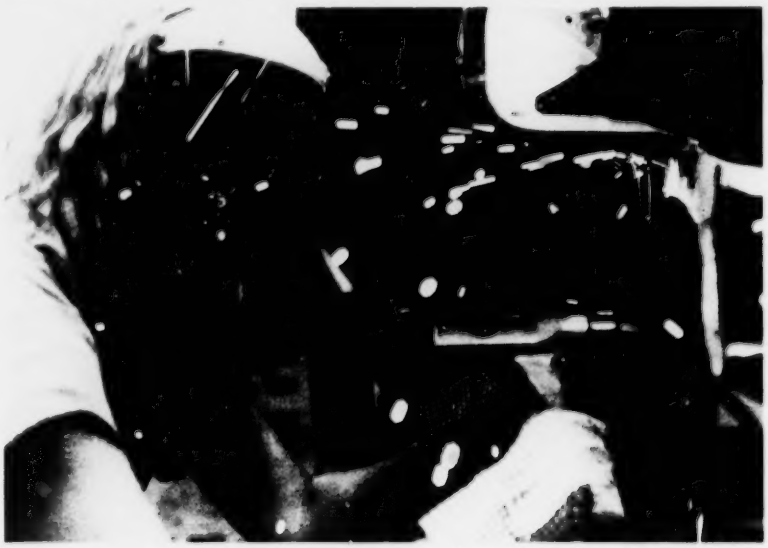
One of the fastest growing programs at Trade-Tech is its associate of science degree program in Collision Repair. Graduates of the program go on to well-paying careers earning salaries ranging between $750 and $1,500 per week. In fact, one recent graduate found a job working for another alumnus of the program at a journeyman's salary of $1,400 per week.

Collision repair training covers a wide range of fields and prepares students for employment in the areas of auto body framework, painting, tool equipment sales and service, paint company sales, car manufacturing, design engineering, damage estimating and body fender and repair shop operation.

The collision repair industry also relies on Trade-Tech to retrain its workers in the latest techniques. Skills are upgraded in the program's "live shop," where students repair cars using such state-of-the-art equipment as the modern chief easyliner frame and Black Hawk frame machine, MIG metal inner gas welding, or plasma cutter.

The program's new low pressure and high volume spray equipment provides students with the opportunity to work on regulation equipment which meets 1990 air quality standards.

In an effort to increase the number of women and ESL students entering the profession, the Collision Repair Department works closely with the Reentry and Affirmative Action programs in recruiting students.



New Adaptive P.E. Program and High Tech Computers for Valley's Disabled Students

■ ■ ■

Students' Self Confidence Bolstered

Los Angeles Valley College's Disabled Student Programs and Services office provides students with a host of innovative services, as well as the use of state-of-the-art equipment and specialized labs—all with the aim of helping disabled students succeed in their college studies.

Started in 1970, the program initially served 20 disabled students and operated with a budget of $24,000. Today, it serves 600 students and its budget has grown to nearly $400,000.

The program's staff of professionals help students in all phases of college life. Personalized services include assistance with registration, counseling, tutoring, and help with test-taking. Also available are interpreting services, special parking, classes for the learning disabled, and mobility assistance.

The office's Adaptive Physical Education program, the only full-time program of its kind in the district, is geared to helping students with mobility or orthopedic limitations. The program provides students with a tailor-made exercise regimen to fit their recreation needs.

Valley's Disabled Student program also offers students the use of a High Tech Computer Lab and a Learning Center for the Disabled. The computer lab has a wide variety of adaptive equipment which allows students easy access to computers.

The Learning Center offers a number of services to students with mobility problems, learning disabilities, visual or aural impairment, or other physical or health-related problems. These services cover tutoring, exam proctoring, taping of educational materials, and adapting materials for blind students.

The college is proud of the accomplishments of the students served by the program. The opportunity to attend Valley College has bolstered these students' self confidence and many have gone on to distinguish themselves in their careers.

One such student is Valley graduate Michael Day. A quadraplegic with limited use of his hands, Day was the only such disabled student in the nation to receive a master's degree in chemistry. He is now enrolled at Cal Tech pursuing a doctorate in chemistry.

The college is also proud of the achievements of Theatre Arts major Rosie Reed. A paraplegic as a result of a childhood car accident, Reed recently landed her first screen role, appearing with "Wonder Years" star Fred Savage in a TV movie on the rights of the disabled.

Another success story is that of former student Louie Herrera. Blind since birth, Herrera received his associate degree in computer science and now works for Litton Industries as a computer analyst in aerospace guidance and control.

Liberal Arts College Environment and Trips to MOCA for West's Scholars

■ ■ ■

Students Transfer to UCLA, USC

Since its start in the mid '80s, West Los Angeles College's student transfer program has helped a substantial number of graduates transfer to four-year universities.

West's "Scholars Program" provides high achieving students with the opportunity to complete their lower division requirements (their first two years of college) at West and transfer with priority consideration for admission as juniors to UCLA, USC, and other four-year universities.

The program offers students challenging classes that emphasize critical thinking, reading and writing, taught using an interdisciplinary approach.

Operating in a small liberal arts college environment, the program provides students with tutoring, counseling and faculty guidance.

In addition to the classroom work, students are able to attend special events and open houses at the universities to which they plan to transfer. Also scheduled are field trips to such locations as the Los Angeles County Museum of Art, Museum of Contemporary Art (MOCA), Huntington Library and Gardens, and Los Angeles Theatre Center.

Students are encouraged to take at least two of the four honors classes offered each semester. The core honors courses recently included College Reading and Composition, Introduction to Philosophy, Introduction to Western Civilization, and World Literature.

To receive Honors credit status, students need to complete a minimum of 18 units of "Scholars" courses at West, complete courses necessary for transfer as a junior, and maintain a 3.0 average.

West's Scholars Program is coordinated with UCLA's Transfer Alliance Program and USC's Transfer Scholars Program.

West Meets Demand for Trained Hazardous Materials Technicians

■ ■ ■

Classes Cover Chemistry, Health Effects and Response Training

Responding to a strong need within the industry for trained hazardous materials technicians, West Los Angeles College began to offer a new program of study in this field in 1990.

West's Environmental Hazardous Materials Technology program offers training leading to both a certificate and a two-year associate degree. Graduates of the program enter the work force at the technician level.

Initially three classes were offered during the past spring semester: Environmental Chemistry; Health, Safety and Emergency Response Training; and Environmental Toxicology.

The fall semester schedule added classes in: Introduction to Hazardous Materials; Hazardous Waste Generation, Reduction and Treatment; and Health Effects of Hazardous Materials.

The college received three state grants to research and formulate curriculum for the program. These grants included an Employment Based Training grant of $30,750, a Vocational Education Instruction In Service Training grant of $8,240, and a Fund for Instructional Improvement grant of $2,700.

Spearheading the planning for the program was Steve Fink, chairperson for West's Earth, Life and Health Science Division, and Clare Adams, a program specialist for West's Center for Economic Development.

Demand for trained hazardous materials technicians has increased with the passage of a number of federal and state laws. The new regulations mandate that companies identify all potential hazardous materials on their premises, that they dispose of these materials properly, and that they have emergency plans to protect workers and the community should any accidental spills occur.

Hazardous materials include such chemicals as corrosives, metals, air pollutants, solvents, halogenated hydrocarbons and pesticides.

West developed its newest program as a cooperative effort with eight California community colleges as part of a project sponsored by the California Community College Economic Development Network.

In addition to its one and two-year Haz Mat programs, West's Center for Economic Development and Community Services offered a 40-hour Environmental Protection Agency training class at a local aerospace manufacturer and developed a 24-hour first responder training course. The Center also began to offer a series of one-day workshops for professionals in the field: the first covered regulations affecting business and the second discussed liability in real estate transactions resulting from hazardous materials.

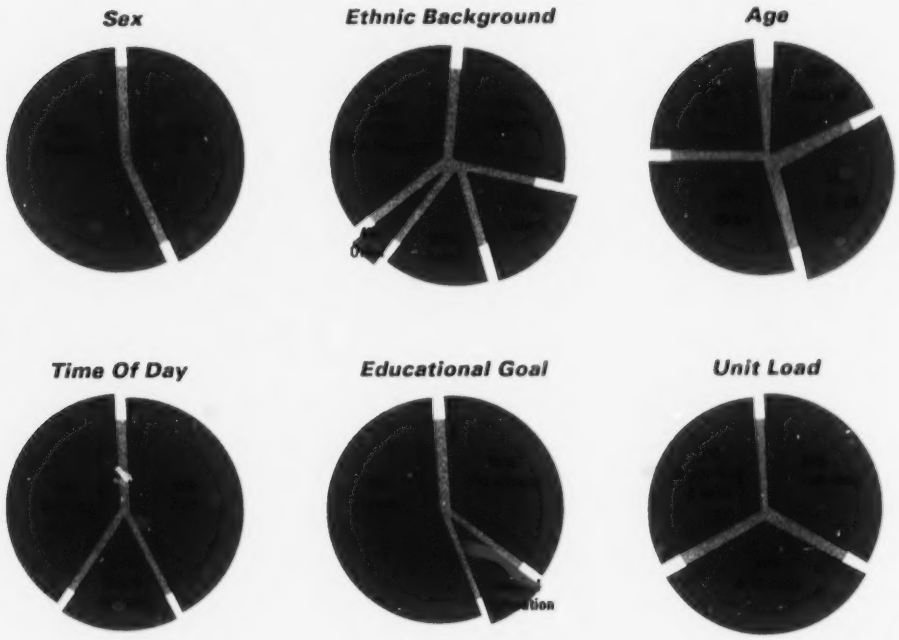
Future Haz Mat projects will include the use of a hazardous materials training lab having space for twenty students. Also planned are a series of over 20 training programs on campus plus continuing education classes for business and industry tailored to meet their particular needs.

Student Demographics '90

The graphs below provide an overview of 1990 student demographics including enrollment characteristics and goals.

Total enrollment for the nine colleges of the Los Angeles Community College District.

Spring 1990	Fall 1990
104,817	111,485



1990-91 Budget

The Los Angeles Community College District Budget of $365,413,418 covers the operating costs of the nation's largest community college system for the 1990-91 fiscal year. The following are some pertinent facts about the budget.

Revenue

State Funds	$201,021,960
Local Tax Revenues	62,326,000
Other Local Revenues	56,974,929
Federal Funds	17,266,919
Beginning Balances	27,823,610
Total Revenue	$365,413,418

Appropriations

Salaries	
Certificated	$108,292,095
Non-certificated	66,043,477
Employee Benefits	48,707,901
Books, Supplies	20,317,143
Other Operating Expenses	29,590,883
Capital Outlay	11,588,299
Building Program	70,811,761
Other	10,061,859
Total Appropriations	$365,413,418

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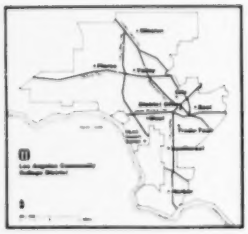

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Non-Discrimination Policy

All programs of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, age, handicap, or veterans status (Reference: Board Rule 1202). In order to ensure the proper handling of all civil rights matters, each college in the District has its own Affirmative Action Representative, Title IX Sex-equity Coordinator, Section 504 Coordinator of Handicap Programs, and an Ombudsperson. Direct initial inquiries to the District office of Affirmative Action Programs and Services, 213 / 891-2315.

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